



ROSEMARY MIDDLE

12804 County Line Road
Andrews, South Carolina 29510

GRADES 6-8 Middle School

ENROLLMENT 644 Students

PRINCIPAL Barbara Nesmith 843-264-9780

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	4	29	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

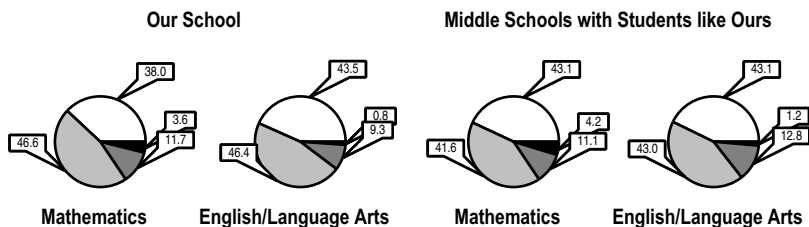
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	615	99.7	43.4	46.5	9.3	0.8	18.0	Yes	Yes
Gender									
Male	299	99.7	48.5	46.4	3.8	1.4	11.9		
Female	316	99.7	38.6	46.6	14.5	0.3	23.8		
Racial/Ethnic Group									
White	266	99.6	29.0	54.2	15.6	1.1	30.2	Yes	Yes
African-American	336	100.0	53.6	41.5	4.2	0.6	8.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	92.3	75.0	16.7	8.3	0.0	16.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	524	99.6	41.3	48.1	9.9	0.8	20.0		
Disabled	91	100.0	55.7	37.5	5.7	1.1	6.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	615	99.7	43.4	46.5	9.3	0.8	18.0		
English Proficiency									
Limited English Proficient	10	90.0	100.0	0.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	605	99.8	42.5	47.2	9.4	0.8	18.3		
Socio-Economic Status									
Subsidized meals	490	99.6	48.1	45.2	6.0	0.6	14.2	No	Yes
Full-pay meals	125	100.0	25.0	51.6	21.8	1.6	33.1		

Mathematics - State Performance Objective = 15.5%									
All Students	615	99.5	37.8	46.8	11.8	3.6	26.0	Yes	Yes
Gender									
Male	299	99.3	38.7	44.5	13.7	3.1	26.4		
Female	316	99.7	37.0	48.9	10.0	4.2	25.7		
Racial/Ethnic Group									
White	266	98.9	25.0	51.5	16.9	6.5	36.5	Yes	Yes
African American	336	100.0	46.4	43.9	8.2	1.5	18.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	100.0	76.9	23.1	0.0	0.0	7.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	524	99.4	34.0	48.7	13.0	4.3	29.3		
Disabled	91	100.0	60.2	35.2	4.5	0.0	6.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	615	99.5	37.8	46.8	11.8	3.6	26.0		
English Proficiency									
Limited English Proficient	10	100.0	90.0	10.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	605	99.5	36.9	47.4	12.0	3.7	26.5		
Socio-Economic Status									
Subsidized meals	490	99.4	42.0	45.3	10.0	2.7	21.3	Yes	Yes
Full-pay meals	125	100.0	21.8	52.4	18.5	7.3	44.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	99.6	53.1	37.7	8.4	0.8	9.2
	Grade 7	192	99.5	36.8	50.5	12.1	0.5	12.6
	Grade 8	247	98.8	49.6	44.3	5.7	0.4	6.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	100.0	62.1	32.8	5.1	N/A	5.1
	Grade 7	240	99.6	34.6	55.6	9.8	N/A	9.8
	Grade 8	179	99.4	35.0	52.0	10.7	2.3	13.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	100.0	35.0	41.7	17.1	6.3	23.3
	Grade 7	192	100.0	33.9	45.9	16.4	3.8	20.2
	Grade 8	247	99.6	50.4	43.5	5.2	0.9	6.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	99.5	35.6	45.9	13.9	4.6	18.6
	Grade 7	240	100.0	39.1	44.7	11.5	4.7	16.2
	Grade 8	179	98.9	38.6	51.1	9.1	1.1	10.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 644)				
Students enrolled in high school credit courses (grades 7 & 8)	6.7%	Up from 6.0%	7.8%	14.6%
Retention rate	4.5%	Up from 0.4%	4.6%	3.0%
Attendance rate	95.1%	Up from 94.4%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		8.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.5%		7.8%	5.3%
Eligible for gifted and talented	9.8%	Down from 10.1%	9.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	14.6%	Up from 13.8%	14.8%	13.9%
	7.6%	Down from 9.2%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 3.5%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	48.7%	Up from 40.4%	47.8%	48.7%
Continuing contract teachers	71.8%	Up from 70.2%	75.0%	81.7%
Highly qualified teachers**	90.0%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	16.1%		9.1%	5.3%
Teachers returning from previous year	83.2%	Down from 87.2%	80.7%	85.1%
Teacher attendance rate	92.5%	Down from 94.4%	94.4%	94.8%
Average teacher salary	\$42,155	Up 3.9%	\$39,330	\$40,566
Prof. development days/teacher	8.3 days	Down from 9.2 days	11.4 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	20.7 to 1	Up from 17.8 to 1	20.0 to 1	21.3 to 1
Prime instructional time	86.6%	Down from 87.8%	88.7%	89.3%
Dollars spent per pupil*	\$6,319	Down 2.3%	\$6,406	\$5,821
Percent of expenditures for teacher salaries*	57.9%	Up from 56.0%	60.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	91.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Rosemary Middle School family experienced many successes this year. We believe that it is just as important to measure success in inches as it is to measure in feet. Therefore, we have worked extremely hard to ensure that our mission to create a safe, innovative learning environment for all students is the driving force behind our efforts for success.

Our goal is to provide innovative, enriched learning opportunities focused on improving learning and achievement at high levels. We engaged our students in quality learning activities through data driven decision making, standards based instruction, use of effective teaching strategies, and high expectations. Such engagements allowed us to enhance our efforts to close the achievement gap, promote success for all students, and to actively involve families in the education of our students.

While our students continue to improve in their academic performance, we are committed to raising student learning and achievement to higher levels. Therefore, we have placed strong emphasis on sound instructional practices, student engagement, integration of technology, and improving family and community involvement.

We have engaged our students in numerous learning opportunities to ensure their development beyond academics in areas of music, band, physical education, science and technology, foreign language, and keyboarding. In addition, we have promoted student engagement through motivational activities enhanced by our character education program.

Our students and staff received tremendous support from our Parent Teacher Student Association, School Improvement Council, Waccamaw Mental Health, and community business partners.

The Rosemary Middle School family appreciates the continued support and assistance in providing opportunities for our students to learn and achieve. Together, we can make a difference.

Barbara S. Nesmith, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	164	83
Percent satisfied with learning environment	55.8%	69.9%	76.8%
Percent satisfied with social and physical environment	62.8%	73.6%	78.0%
Percent satisfied with home-school relations	26.2%	83.8%	69.1%

*Only students at the highest middle school grade level at this school and their parents were included.